

1. Instructor	Dr. Barry Sponder sponderb@ccsu.edu
2. Office	Barnard Hall 308 Phone: 860-832-2049 (Email works best)
3. WebEx Classes	CSU.webex.com. Use the weekly code (changes) & password (Rosebud -doesn't change)
4. Course Wiki	http://edt514winter13.wikispaces.com/
5. Course Description	EDT 514 is designed to give students many experiences integrating different technologies into the classroom. Students will learn to use a range of new media and develop practical applications for immediate use with their own students. Hands-on experience, group activities and homework assignments will be the primary modes of instruction. Students will have the opportunity to adapt course activities for later classroom use.
6. Course Readings	Readings will be posted to, or linked on, the class wiki.
7. Software	Links to all software will be posted on the class wiki.
8. Course Objectives	<p>Students will do the following:</p> <ol style="list-style-type: none"> 1. explain technology integration and give examples of teaching with technology 2. demonstrate mastery of Web 2.0 applications for technology integration. 3. develop culturally—sensitive materials and activities. 4. create or adapt a unit of instruction for their own use. 5. record and edit digital video for classroom use. 6. record and edit audio content for educational podcasts and other activities. 7. create and maintain resources and tutorials for technology integration. 8. discuss and utilize the pedagogies underlying technology integration. 9. describe and illustrate ways to use technology for making materials suitable for students with different learning styles 10. develop a philosophy for digital literacy
9. Assignments	All outside resources must be referenced on the resources page of your wiki.
9a. Assignments (30%)	The wiki should be an educator wiki with eight pages . One title page for your information, one at the end for resources, and one to post your class assignments. The remaining five pages will be for your instructional unit and should include (embedded if possible, linked if not possible) any media and/or multimedia you will use in your unit plan. One page for each day of the unit. Assignments can include any or all of the following:
Personal Wiki & Assignments (Due as assigned)	<ol style="list-style-type: none"> a. Instructional presentations b. Podcasts c. Tutorial development using MS Word d. Digital photography/video & screen recording e. Results of online tools for making instructional materials f. Assigned reading activities g. Google Docs h. Screencasting applications (Screencast-o-matic) i. Other Web 2.0 software TBA
b. Instructional Unit (40%) Posted on students' wikis, graded separately. Due at the end .	Students will create or adapt an upcoming unit for their own classroom that will utilize the technologies and media covered in EDT 514. Students not currently teaching will make alternative arrangements or develop content for a classmate or for an instructional unit training teachers to use technology for instruction. The final project will include the following: Five lesson plans (from a template), multimedia materials and conventional materials created with web 2.0 applications. All this will be put together on your personal website. <i>All materials must be student made.</i> A separate page can be included for prerequisite skills but will not be counted as part of the multimedia content of you unit.

c. CECA application (10%) (Due at the end)	Students will complete an application (on paper) for a CECA award based upon the work they are planning to do this semester, or work they have done in the past that qualifies for full credit. They do not have to submit it online at this time because the deadline is in March. A completed application, embedded on their Assignments wiki page will be counted for a grade.
d. Class Participation (10%)	Participation means active participation through assignments, class WebEx Conferences and other activities that ask for collaborative efforts. Attendance at WebEx Conferences is mandatory but if you must miss a Meeting due to other commitments then that can be excused if notification is given in advance. However, a second missed meeting will result in a small penalty. Unexcused absences will result in a penalty as well.
e. Post Session (10%)	Students have the opportunity to complete their unit plan next academic year for additional credit for their final grade. To complete the assignment submit the following: 1. A write-up of the project: What did you do (details)? How did you do it (details)? Problems(details)? Successes (details)? Lessons Learned (details)? 2. Samples of student work (3-4). Length? 5 pages excluding student work, title page and references. Not teaching? Alternative arrangements for can be made on a case-by-case basis.
10. Grading	A 100-96 / A- 95-91 / B+ 90-87 / B 86-82 / B- 81-79 / C+ 78-76 C 75-74 / C- 73-72 / D+ 71-70 / D 69-67 / D- 66-65 / F Below 65
11. WebEx	After the initial online meeting there will be synchronous online meetings as announced.
12. Students with Special Needs	If you need course adaptations or accommodations because of a disability, have emergency medical information to share with me, or need special arrangements should the building be evacuated, please make an appointment to discuss this with me as soon as possible.
13. Philosophy of Instruction	EDT 514 is a practical, hands—on course. Students are asked to apply the technology skills learned in class to their own instructional activities. With a lot to cover over a short time during the summer, additional work can be undertaken during the next academic year giving students the opportunity to earn additional credit for putting their Unit Plan into action. If students have used tools such as free website programs or audio recording applications they are still encouraged to try alternatives that will add to their overall instructional technology acumen.

14. Typographic Guidelines (failure to use these guidelines **will** cost you points)

In this course, when using computer-generated text, the following conventions, among others, should be followed:

- Do not use all capitals in a sentence or a title longer than three words
- One space after a period, comma or other punctuation marks.
- Never underline text unless it's a hyperlink. An underline is different from a drawn line.
- Use red only to highlight something important and should be used purposefully.
- Stay away from multicolored text.
- Use **bold** and *italics* for highlighting important words, not for paragraphs or large bodies of text.
- Use apostrophes correctly (1950s or '50s not 1950's).
- Use left-align text for greatest legibility and don't center your text—it's harder to read.
- Use a spell checker. A typo is different than a misspelled word but both should be corrected.
- Don't use bold and italics together.

Reference

Williams, R. (1992) *The Mac/PC is not a Typewriter*. Peachpit Press: Berkely, California.

15. Course Schedule

Week	Topics	Assignments due next meeting unless given a different due date
1. Dec 18	1. Course introduction and Syllabus 2. Integrating Technology (3 ways) 3. Digital Literacy 4. Projects & CECA applications (Standards for Tech) 5. Best uses for Technology 6. Homework for 12/23. Meeting online at 8:00 p.m.	1. Attend the WebEx Meeting 2. Start your personal wiki. Create 8 pages. One intro page, one for class assignments, five for your Unit (Day 1, Day 2 . . .) and one for Resources. All outside sources must be referenced. Email URL to the instructor by 12/20. 3. Choose a project topic. Email the instructor before or by 12/22 (Sunday) 4. Go through the Wiki Tour website to see what wikis can do. List the things you would like to learn to do with a wiki from that list. Rate them from your most desired to least (list at least 5 features you'd like to learn to do). 5. Get logins for free online tools and apps including the following: a. Google http://www.google.com b. Bubbl.us https://bubbl.us/ c. Ted.ed http://ed.ted.com/ d. Screencast-o-matic https://www.screencast-o-matic.com/ e. Pinterest https://www.pinterest.com/ f. Use your Google ID to set up a YouTube account. http://www.youtube.com/ 6. Digital Literacy: Read the information on the site for the Digital Literacy and respond as directed on the Week 1 page.
2. Dec 23	1. Using Wikis in the classroom. Wiki Features. Student wikis. 2. Flipped Learning 3. Digital Literacy and student projects 4. Using video in the classroom (3 kinds) 5. Concept mapping & integrating technology 6. Personal Learning Network (PLN) 7. Homework	1. Readings: TBA 2. Create at least two flipped videos, one for your project and one for the assignment page. Embed them both 3. Complete information for your wiki introduction page and include a photo, a paragraph about yourself and include at least five quotes that reflect your educational philosophy. (cite all sources on the resources page) 4. Create two Screencasts one for your project and one for the assignment page 5. Start a PLN on you Wiki – Use five different sources 6. Create a Concept Map for your Unit. Post it on your Day 1 page 7. TBA
3. Dec 30	1. Finishing the Wiki Project 2. Using Audio in the classroom 3. Developing for Diversity 4. Google Drive Goodies 5. TBA	1. Finish the wiki project. Feedback Activity (due by Jan 4) . 2. Complete the CECA Proposal (post to the Assignments page of your wiki) 3. PLN 4. Diversity Assignment 5. TBA
4. Jan 8	1. Present wiki projects 2. Present the CECA Proposal 3. Next Steps	1. Unit Plan Report (or not) 2. CECA Application submit (or not)

16. Note the following Drop/Course Withdrawal Policy:

1. Students may drop courses up to December 25, 2013.
2. Students may withdraw from a course (no permission required) from December 26, 2013 through January 6, 2014.
3. Starting January 7, withdrawal from a course may be granted and recorded on the student's permanent record as "W" only if extenuating circumstances are found to justify withdrawal. Poor academic performance is not considered an extenuating circumstance. A "W" does not affect the student's grade point average. (Instructor and Department Chairperson permission required.)
4. Forms to either drop or withdraw from a course may be found on the Registrar's website at:
<http://www.ccsu.edu/page.cfm?p=512> or they may be obtained in the Registrar's Office in Davidson Hall.